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TELEVISION JUNIOR COLLEGE IN OREGON, 1959-63. FINAL REPORT.

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EMPHASIS OF THIS TELECOURSE PROJECT WAS DIRECTED TOWARD AN EXAMINATION OF THE FEASIBILITY OF TELEVISED INSTRUCTION TO MEET EDUCATIONAL NEEDS AT THE JUNIOR COLLEGE LEVEL. EVIDENCE WAS SOUGHT ON THE NEED FOR INSTRUCTIONAL TELEVISION AT THE NONRESIDENT, COLLEGE-CREDIT LEVEL (ESPECIALLY FOR RECENT HIGH SCHOOL GRADUATES NOT ABLE TO ENROLL ON A COLLEGE CAMPUS). THIS REPORT, ON THE COLLEGE OF THE AIR, (1) PRESENTED THE PROCEDURES EMPLOYED, (2) LISTED THE FACULTY, PRODUCTION STAFF, AND COURSE OFFERINGS OF THE PROJECT, (3) DESCRIBED THE PROMOTIONAL METHODS AND RESEARCH PROCEDURES, AND (4) LISTED THE RESEARCH EXPENDITURES. PROBLEMS OF RESISTANCE TO ETV WERE GENERALLY DISCUSSED AND CONCLUDED TO BE RICH IN STUDY POTENTIAL. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (JC)

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TELEVISION JUNIOR COLLEGE PROJECT

OREGON

FINAL REPORT
1959-1963

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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~~Final Report~~

Television Junior College in Oregon,

1959-63 --FINAL REPORT

-- Made possible by a grant from the United States Department of Health, Education and Welfare (under Title VII of the National Defense Education Act) to the Department of Educational Media, General Extension Division, Oregon State System of Higher Education.

James M. Morris
Principal Investigator
Manager, KOAC-AM-TV
Oregon Educational Broadcasting

May 1, 1964

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INTRODUCTION

In January, 1959, a proposal was submitted by the General Extension Division, Oregon State System of Higher Education, to the United States Office of Education embracing a broad structure for the conduct of an experiment in the use of educational broadcasting to meet the growing needs of the Junior College Program for the youth of Oregon.

Educators and the general public alike had been concerned with the dichotomy which existed in Oregon education: The growing need for a Junior College program for the state's youth, and the seeming facts of an Oregon population distribution into small cities where it would prove economically difficult to finance the traditional type of junior college. It seemed at the time that all Oregon cities financially able to support this type of institution now had a college or university within their area. Yet many youth residing in small cities and towns did not go on to college and to institutions of residence. At the time Oregon had but one publicly supported community college, located at Bend.

In the Oregon State System of Higher Education freshman and sophomore work in liberal arts and sciences is unspecialized, a fact that led admirably to televised teaching under the contract for this project. Students completing two years of work and fulfilling all requirements for junior standings select a major in a specialized field by the end of the sophomore year.

For many students who plan to complete work for a bachelor's degree the freshman and sophomore years provide broad general education and a foundation for their later specialization in the junior and senior years in the liberal arts and sciences or in a professional or technical curriculum.

For the purpose of adjusting the work to the twofold objective of general education and exploratory studies, freshman and sophomore work in liberal arts and sciences has been arranged in three groups, each representing a comprehensive field of knowledge: Literature, Science, Social Science. All candidates for the bachelor's degree intending to major in liberal arts and sciences are required to complete at least nine approved hours (one year's sequence) in each of the three groups and at least nine additional hours in any one of the three groups.

Course offerings from the institutional catalogs fulfilling these basic group requirements were to be chosen for this experimental TV Junior College. In addition to selecting courses which would fulfill the initial requirements of those students intending to take up later residence on one of the campuses and complete work towards a degree, criteria for the course selection would also include general adult appeal. It was early recognized that many adults who plan no formal degree program would follow these courses and that this experimental Junior College project would contribute much to general citizenship competency while serving the primary purpose of college course requirements.

Notwithstanding this latter concept of an adult audience in need of continuing education, but planning no formal degree program, major emphasis of the project was to center on the provision of an alternate plan for the high school graduate who found it difficult or impossible to take up residence on one of the campuses of the Oregon State System of Higher Education.

Neither the project nor the reports of research conducted by the staff was to deal with the effectiveness of television as a teaching tool. As early as 1959 it was fully recognized that ample research had already been conducted in this area and that an abundance of literature was available.

Emphasis of the project was to be directed principally towards an examination of the feasibility of televised instruction to meet a junior college need. Evidence was to be sought as to the need or lack of need for instructional television at the nonresident, credit level, and especially for recent high school graduates not able to enroll on a major campus.

PROCEDURE EMPLOYED

Following certain delays in renegotiating the contracts with the Department of Health, Education and Welfare after their receipt of the original proposal, rapid progress needed to be made to prepare for the opening of the school year 1959-60 and organization of the television schedule.

Certain key individuals, in program production and secretarial, already within the operational staff of the Oregon Educational Network, began to devote their major attention to organization of the Television Junior College Project. The project's principal investigator also began the search for other personnel to be added to the staff, with particular attention to needs in production and research.

A faculty committee within the General Extension Division, all of whom had had previous experience in arranging televised instruction on the ETV stations or on Oregon commercial stations, was appointed to advise in the selection of courses to be included in the TVJC curriculum for the first year.

Early in the course of the project it was seen that the Division needed to strengthen its relationship with the several institutional campuses as to arrangements with faculties and departments involved in the total television schedule, namely: the Television Junior College and the Interinstitutional Television Project currently underway with a grant from the Fund for Adult Education. Mrs. Dora Prentiss was added to the extension staff in a new Office of Televised Instruction and given responsibility for details of securing faculty for the courses to be televised, for their release time from resident teaching, for negotiating instructional contracts, and for preparation of viewer's guides.

A pattern of four lower division courses fitting the requirements of the several institutional catalogs for freshman and sophomore students evolved for the evening television schedule, supplemented by additional courses during the daytime hours primarily planned for on-campus use but for which the nonresident student might enroll through the extension division program.

Production loads and institutional responsibilities were dispersed among the several campuses by virtue of the physical arrangement of network studios, allowing origination of the courses to come from the University of Oregon, Eugene; Oregon State University and Oregon College of Education, Corvallis;

and Portland State College, Portland. Provision was made for adequate facilities, material and staff at the three studio locations so that comparable production quality resulted from each origination point.

An extensive promotion campaign was launched as soon as the contracts were signed through available mass media, by mail to all recent high school graduates in the coverage area of the stations, and through extensive use of Educational Media's own air time on its several stations. (Due to delays in construction KOAP-TV, Channel 10, Portland did not go on the air and join the TVJC Project during the first year of its development.) Liberal use was made of newspaper stories and photographs of instructors of the several courses. Promotional leaflets and teacher guides were prepared and given extensive distribution. High school administrators cooperated freely in making lists of recent graduates available to the staff for mailings publicizing the experiment and the course offerings of the project.

Courses selected from the State System catalogs, faculty chosen to teach, and station production personnel assigned are indicated in other sections of this final report, as well as in the three published reports of the project's research and analysis. These include: (1) Television Junior College in Oregon, a preliminary report, (2) Television Junior College in Oregon - 1959-1962, and (3) Television Junior College, Its Potential for Oregon High Schools. Due to the thoroughness with which these three publications report the progress of the research the reader is referred to them instead of duplicating their contents here.

Budget control of the TVJC project was in the hands of the business manager, General Extension Division, and procedures of the State Department of Finance and Administration, for the expenditure of state and grant funds prevailed during the progress of the experiment. A summary of the expenditure of contract funds is attached to this report (page 20).

TVJC TEACHING FACULTY

The Television Junior College Project as conducted by Oregon Educational Broadcasting from 1959 to 1963 enlisted a faculty of distinguished teachers from the campuses of the Oregon State System of Higher Education to serve as instructors throughout the four years of the experiment. Each has been an authority in his field, his services were secured through arrangement with the heads of the respective departments of the several institutions, and each has performed with distinction as a member of the television staff.

Without their fullest cooperation in experimentation in this new area of college instruction the project would have met with far less success. To each of these pioneering teleteachers we owe our heartfelt thanks and gratitude.

These faculty colleagues included:

R. D. Brown, Ph.D., Assoc. Professor of English, Oregon State University

Robert Campbell, Ph.D., Assoc. Professor of Economics, University of Oregon

Herbert E. Childs, Ph.D., Professor of English, Oregon State University

Basil Dmytryshyn, Ph.D., Assoc. Professor of History, Portland State College

Will H. Drum, J.D., Assoc. Professor of Social Work, University of Oregon

Vergil H. Dykstra, Ph.D., Professor of Philosophy, University of Oregon

Joseph Fiszman, M.S., Instructor in Political Science, University of Oregon

Robert E. Gaskell, Ph.D., Professor of Mathematics, Oregon State University

David H. Gilbert, M.A., Assist. Professor of English, Oregon State University

James W. Groshong, Ph.D., Assoc. Professor of English, Oregon State University

Ruth E. Hopson, Ph.D., Professor of General Science, General Extension Division

Robert D. Horn, Ph.D., Professor of English, University of Oregon

Sydney V. James, Ph.D., Assist. Professor of History, University of Oregon

Charles A. LeGuin, Ph.D., Assist. Professor of History, Portland State College

W. A. McClenaghan, B.A., Assoc. Professor of Political Science, Oregon State University

Mrs. Thomas Marlow, M.A., Instructor Romance Languages, University of Oregon

Victor P. Morris, Ph.D., Professor Emeritus Business Administration, University of Oregon

Kester Svendsen, Ph.D., Professor of English, University of Oregon

Charles White, Ph.D., Assoc. Professor of History, Portland State College

Hugh B. Wood, Ed.D., Professor of Education, University of Oregon

TVJC PRODUCTION STAFF

A total of fourteen people have assumed definite assignments from the staff of Oregon Educational Broadcasting for the successful production of course offerings in the Television Junior College during the four years of the project. In addition there have been many office and technical employees involved in these duties of the educational broadcasting service, including secretarial, continuity, engineering and maintenance.

Those with specific production assignments include:

Dr. Arthur J. Jacobs, Producer-Director, Instructor, University of Oregon

Mr. Brooks B. Leffler, Producer-Director, Instructor, General Extension Division

Mr. David Leonard, Program Director, KOAP-TV, Assist. Prof., General Extension Division

Mr. William G. McGrath, Program Director, Oregon Educ. TV Network, Assist. Professor, General Extension Division

Mr. Lester B. Mock, Program Director, KOAC-TV, Instructor, General Extension Division

Mr. Richard Potter, Producer-Director, Assist. Prof., General Extension Division

Mrs. Dora Prentiss, Office of Televised Instruction, Assist. Prof. General Extension Division

Dr. Howard L. Ramey, Producer-Director, Assist. Prof. University of Oregon

Mr. Mack W. Schwab, Producer-Director, Assist. Prof., General Extension Division

Dr. John R. Shepherd, Coordinator University Productions, Assoc. Prof., University of Oregon

Mr. Kenneth L. Warren, Producer-Director, Assist. Prof., General Extension Division

Mr. Dale Wile, Producer-Director, Graduate Assist., University of Oregon

Mr. Jack Winter, Graphic Artist, General Extension Division

Mr. Mel Yost, Graphic Artist, General Extension Division

Mr. Kaslon Zoller, Producer-Director, Instructor, University of Oregon

TVJC COURSE OFFERINGS

1959-60

Oregon State University

Mth 100, 1, 2 M. W. F.	College Algebra 7:00 p.m., 45 min.	Dr. Gaskell
WR 101, 2, 3 M. W. F.	English Composition 8:00 p.m., 30 min.	Dr. Groshong

University of Oregon

Ec 201, 2, 3 T. Th.	Principles of Economics 7:15 p.m., 45 min.	Dr. Campbell
Eng 201, 2, 3 T. Th.	Shakespeare 6:00 p.m., 45 min.	Dr. Svendsen, Dr. Horn

1960-61

Oregon State University

Eng 253, 4, 5 M. W. F.	Survey of American Literature 7:30 p.m., 30 min.	Dr. Childs

University of Oregon

Phl 201, 2, 3 T. Th.	Problems of Philosophy 7:30 p.m., 45 min.	Dr. Dykstra
RL 51, 2 T. Th.	First Year French 6:30 p.m., 30 min.	Mrs. Marlow

Portland State College

Hst 101, 2, 3 M. W.	History of Western Civilization 6:45 p.m., 45 min.	Drs. Dmytryshyn, White, LeGuin

1961-62

Oregon State University

Mth 101, 2, 3 M. W. F.	College Algebra 7:00 p.m., 45 min.	Dr. Gaskell
WR 111, 2, 3 M. W. F.	English Composition 8:00 p.m., 30 min.	Mr. Gilbert

University of Oregon

RL 51, 2 T. Th.	First Year French 6:30 p.m., 30 min.	Mrs. Marlow
PS 231, 2, 3 T. Th.	Current Affairs 7:30 p.m., 30 min.	Dr. Morris

1962-63

University of Oregon

Hst 201, 2, 3 T. Th.	History of the United States 7:45 p.m., 45 min.	Dr. James	
Ed 508 M. W.	Family Finance 7:45 p.m., 45 min.	Dr. Morris	(F)*
Ed 507 M. W.	Economics of Education 7:45 p.m., 45 min.	Dr. Wood	(S)
PS 330 T. F.	Far Eastern Governments and Politics 7:00 p.m., 45 min.	Mr. Fiszman	(W)

Oregon State University

Eng. 107, 8, 9 T. Th.	World Literature 7:00 p.m., 45 min.	Dr. Brown	
PS 313 M. W.	Political Parties 7:45 p.m., 45 min.	Mr. McClenaghan	(F)

General Extension Division

Soc 313 T. F.	Marriage and the Family 7:00 p.m., 45 min.	Dr. Drum	(S)
GS 313 T. F.	Natural History of Oregon 7:00 p.m., 45 min.	Dr. Hopson	(W)

* (F) (W) (S) Fall, Winter and Spring terms

INTERINSTITUTIONAL TELEVISED COURSE OFFERINGS ALSO AVAILABLE TO TVJC STUDENTS ENROLLING THROUGH THE GENERAL EXTENSION DIVISION

1959-60

University of Oregon

Ph 105, 6, 7 M. W. F.	Descriptive Astronomy 9:00 a.m., 50 min.	Dr. Ebbighausen
Geog. 105, 6, 7 M. W. F.	Introductory Geography 11:00 a.m., 50 min.	Dr. Patton

Oregon State University

Eng. 104, 5, 6 M. W. F.	Appreciation of Literature 10:00 a.m., 50 min.	Dr. Childs
PE 160 T. Th.	General Hygiene 11:00 a.m., 50 min.	Dr. Anderson

1960-61

University of Oregon

Eng. 466, 7, 8 M. W. F.	Nineteenth Century Poets 9:00 a.m., 50 min.	Dr. Moll
Ac 211, 2, 3 M. W. F.	Fundamentals of Accounting 11:00 a.m., 50 min.	Dr. Harwood

Oregon State University

PE 160 T. Th.	General Hygiene 11:00 a.m., 50 min.	Dr. Anderson
GS 101, 2, 3 M. W. F.	General Biology 10:00 a.m., 50 min.	Dr. Humphrey
Ph 292 T. Th.	Descriptive Meteorology 9:00 a.m., 50 min.	Dr. Decker

1961-62

University of Oregon

Ph 105, 6, 7 M. W. F.	Descriptive Astronomy 9:00 a.m., 50 min.	Dr. Ebbighausen

Oregon State University

PE 160 T. Th.	General Hygiene 11:00 a.m., 9:00 a.m., 50 min.	Dr. Anderson
GS 101, 2, 3 M. W. F.	General Biology 11:00 a.m., 3:00 p.m. 50 min.	Dr. Humphrey

Oregon State System (OSU, UO, OCE, PSC)

Psy 202, 3, 4 M. W. F.	General Psychology 10:00 a.m., 2:00 p.m. 50 min.	Staff

1962-63

University of Oregon

Phl 201, 2, 3 M. W. F.	Problems in Philosophy 10:00 a.m., 50 min.	Dr. Liddell

Oregon State University

PE 160 T. Th.	General Hygiene 9:00 a.m., 11:00 a.m. 50 min.	Dr. Anderson
GS 101, 2, 3 M. W. F.	General Biology 11:00 a.m., 2:00 p.m. 50 min.	Dr. Humphrey

Oregon State System (OSU, UO, OCE, PSC)

Psy 202, 3, 4 M. W. F.	General Psychology 9:00 a.m., 1:00 p.m. 50 min.	Staff

PROMOTIONAL METHODS

Techniques for promotion of the Television Junior College were considered of utmost importance to the success of the project, inasmuch as the broadcast of a telecourse of itself is of no value if potential enrollees are unaware of its scheduling, do not view the course, and are not registered for credit through the General Extension Division. It was therefore considered most necessary that all possible audiences be reached with information regarding the project and the courses to be offered.

Promotional methods employed four basic techniques: (1) Use of the mass media, including newspapers, magazines, radio and television, (2) printed brochures, (3) personal appearances, and (4) high school visitations. These four methods evolved as follows:

MASS MEDIA

Newspaper stories, including liberal use of photographs, were prepared immediately upon receipt of word from Washington, D.C., that the contract had been approved and the grant made to the State System of Higher Education for the Television Junior College Project. These stories were distributed to daily and weekly papers throughout the coverage area continuously throughout the duration of the project. Extensive use of these stories was made by the metropolitan papers and the dailies of the coverage area.

Similar material was prepared for use of TV Guide, Channel and other publications which seek to serve as information sources of the TV magazine type. Their ability to serve was not as comprehensive as that possible in the daily papers, but magazine assistance is gratefully acknowledged.

Extensive use was made of both radio and television, especially of Educational Media's own stations. Generous amounts of time were devoted to programs describing the project, promotion of each term's curricular offerings, and spot announcements highlighting individual lectures in the course offerings.

KOAC-Radio (later KOAP-FM was added to the network) scheduled repeat broadcasts of the audio portions of at least two of the courses offered each term. These not only served to promote the original presentation by television, but also

served as repeat lectures and a second chance for enrollees who for any reason had found it impossible to attend the original lecture on television. This technique proved a way in which radio could increase the effectiveness of the original course schedule on television.

BROCHURES

Immediately upon word of the approval of the Television Junior College Project copy went to the printer for the preparation of an attractive brochure listing the courses to be broadcast, days, dates, hours, instructors, and the necessary details to inform the prospective student of the registration procedures under the rules of the State System of Higher Education. Mailing lists were prepared from lists of recent high school graduates, and extensive distribution by mail and through stores followed. This procedure was followed of distributing such informational brochures throughout the duration of the TVJC Project.

PERSONAL APPEARANCES

Members of the staff involved in producing the TV Junior College made themselves available for appearances before various civic groups: Parent-Teacher Associations, Faculty meetings, service clubs, women's groups, etc., telling the story of the TV Junior College wherever and whenever the opportunity presented itself.

HIGH SCHOOL VISITATION

Through the cooperation of the High School College Relations Committee of the State System of Higher Education, arrangements were completed for certain visitations to be made in the schools of Oregon, as well as to have the regular high school teams from the institutions well informed as to the opportunities which television gave to the students not in residence who might enroll through the General Extension Division.

Producers of several of the courses, together with the instructors, made personal visits to participating high schools as well as inviting interested high school groups to attend the broadcasts from the studios in person.

KINESCOPE FILM

A television program was planned for broadcast on the Oregon Educational Network from which a kinescope film was prepared for limited distribution as a promotional piece for the Televised Junior College Project. Prepared under the direction of the Principal Investigator, this film featured guidance counselors and high school students currently enrolled in the TVJC courses on the air. Titled "THE HIGH SCHOOL ANGLE," this film sought to explore the different ways in which young people were making use of the telecourses at the high school level. Four school situations were explored, each using the TVJC courses in a different manner: (1) Reedsport High School, where an entire English Composition class was meeting in the evening hours to do supplementary viewing of Dr. Groshong's college course; (2) Sheridan High School, where a selected group of advanced students was permitted to view a college Shakespeare course and for which recognition was given on their high school credentials; (3) Central High School (Monmouth-Independence), where advanced mathematics students were following college algebra and preparing themselves for Merit Award examinations; and (4) Junction City High School, where a senior girl was enrolled for college credit in a daytime interinstitutional telecourse in General Psychology. Students from each of these four groups appeared on the program together with their counselors. The program and the film copy met with much favorable response.

RESEARCH AND ANALYSIS

Throughout the course of the project the following staff was assigned the task of developing the research techniques to be employed, assembling and analyzing the data, and preparing copy for presentation of the information. Three publications resulted from the study, including:

1. Television Junior College in Oregon, a Preliminary Report
2. Television Junior College in Oregon, 1959-1962
3. Television Junior College, Its Potential for Oregon High Schools, 1959-1963

STAFF

Mrs. Colleen Garrison, Research Assistant, General Extension Division
Mr. Marshall N. Goldstein, Consultant, Instructor, University of Oregon
Dr. Ray S. Hewitt, Consultant, Assoc. Prof. English, Oregon State University
Mr. Alfred R. Kelman, Research Director, Assist. Prof., General Extension Div.
Mrs. Justine Knoll, Research Assistant, Instructor, General Extension Division
Miss Mary Ellen Laski, Research Assistant, General Extension Division
Mr. Mack W. Schwab, Research Associate, Assist. Prof., General Extension Div.
Mrs. Arthur Stump, Research Associate, Instructor, General Extension Division
Mrs. Marion P. Teal, Consultant, Editor of Publications, Oregon State University
Mr. Dale H. Willey, Consultant, Instructor in English, Oregon State University

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The services and consulting advice of the Research Committee of the Oregon State System of Higher Education is gratefully acknowledged. The membership of this committee included: Dr. Glenn Starlin, Head, Speech Department, University of Oregon; Professor John E. Lallas, Director of Instructional Research, University of Oregon; Dr. Lester Beck, Professor of Psychology, Portland State College; Dr. Jack Edling, Director, Center for Teaching Research, Oregon State System of Higher Education; Dr. Harold M. Livingston, Professor of Speech, Oregon State University.

RESEARCH EXPENDITURES

The accumulated expenditures on Research Contract No. 735053:00 with the Department of Health, Education and Welfare, containing all expenditures on the Comptroller's Office Departmental Statements in the Business Office, and the accumulated interest on the grant money, are here summarized:

ITEM	AMOUNT BUDGETED	ACCUMULATED EXPENDITURES	UNENCUMBERED BALANCE
DIRECT COSTS			
Salaries and Wages	$ 96,000.00	$106,820.60	
Supplies and Materials	16,000.00	24,663.29	
Services	30,500.00	19,520.37	
Communications	1,000.00	824.00	
Printing	10,000.00	2,467.26	
Travel	2,000.00	741.18	
TOTAL	$155,500.00	$155,036.70	$463.30
Accumulated Interest			430.15
		TOTAL	$893.45

SUMMARY STATEMENT

The original request and proposal to the Department of Health, Education and Welfare listed a dozen objectives which the study proposed to examine. Some of these stated objectives are covered in detail in the published reports of the research by Kelman and his staff. Others can only be dealt with in a more subjective fashion, since they were not included in the formal aspects of the research. Guidelines to the reasoning behind what is here reported can be found in the procedures and the published research data, though the author must emphasize the fact that the answers to some of these questions are based on empirical observation and are not documented research facts.

These stated objectives covered in the original proposal included:

1. Will Oregon youth avail themselves of college courses if the opportunity is provided by these courses being offered through television and supplemented by radio?

   Kelman's research study says "We have not been able to translate a theoretical need of young students for this type of instruction into College of the Air enrollments." The reader is referred to "TELEVISION JUNIOR COLLEGE IN OREGON, 1959-1962" for further details.

2. What will be the comparative effectiveness of freshman and sophomore courses taken by TV by students who have not had the experience of the traditional college classroom situation as against college students taking the same courses in residence at member schools of the Oregon State System of Higher Education?

   Answers to this question were not sought in the formal research study. However, an analysis of results of TV instruction, both in the TVJC Project and the Interinstitutional Television Project under way during the same years by open-circuit television in Oregon gave every evidence comparable to the results of national studies as to the effectiveness of instruction by television. It was established early in the discussion of the present project with the United States Office of Education that the effectiveness of television as a teaching device was already well documented and this phase was not one to be studied here.

3. What part should intelligence, proficiency and placement tests play in the admittance of students to the TV Junior College?

   The faculty committee, headed by Dr. Viron A. Moore, assistant dean of the General Extension Division, giving guidance in the early months of the project established that admittance should be by the same set of

standards which govern admittance to residence on the several campuses of the State System of Higher Education, namely, graduation from a senior high school in Oregon. Provision is also made by certain of the state colleges and universities to permit high school students to enroll for college courses prior to senior high graduation. Students interested in this phase of the project were referred to the admissions officer of the institution of their choice.

4. Can we determine by this experiment the feasibility of a more extensive and complete Junior College Program for Oregon youth through educational television?

   The answer to this question must be a "no," inasmuch as the experiment was not successful in attracting the students of this group in adequate numbers. The enrollments, and the results of the efforts of students, do substantiate the place of continuing education of a formal course nature in the schedule of an ETV station, but further study is necessary in order to give a positive answer to this question. Further study might reveal why a Television Junior College succeeds in one locale while remaining relatively unsuccessful in another.

5. In what way can radio broadcasting best be utilized to supplement educational television in this project?

   The TVJC found greatest success in using radio as a supplementary instructional tool to television. Basic courses in the TVJC schedule first released on television were then repeated the following week on educational radio. Hence students who might have found the original lesson material difficult had a second opportunity to attend the lecture, or who due to personal or family commitments having missed the televised lecture, were able to "catch up" with the class by hearing the lecture when repeated on radio. Considerable response was received from students who found this integrated scheduling on radio and TV a fortunate plus in their studies. On occasion a student living beyond the reach of the televised lecture enrolled in and successfully completed the course by merely following the lectures on radio.

6. Can measurement materials be devised which will make possible an adequate testing program without the inconvenience and expense to the student of travel to the campuses for examinations?

   Oregon Educational Television in general, and the TVJC Project in particular, has been most successful in using proctored techniques pioneered in the state by the Office of Independent Study for its correspondence courses. Group examinations have been scheduled in cities and towns where sufficient numbers of students lived adjacent to a Continuation Center or where the group examination could be scheduled in a local school office. Students in sparsely settled areas could arrange proctored examinations on an individual basis. Professors teaching in the project also gave many quizzes on an "honor" basis where individual students testified that the work done on a paper represented their own personal efforts.

7. Can we determine by this experiment the value of this method of college teaching at the freshman and sophomore level so as to lighten the resident student enrollment during the years of crises ahead for higher education?

   There is much positive evidence here as to the effectiveness of television as an instructional medium and much evidence that should the student be willing to accept the television junior college as a substitute for a portion of his on-campus residence he could continue his education in spite of the crisis. Finding the doors to the college campus closed to him, and with sufficient promotional effort, he might enroll in the TVJC in order to continue his education.

8. What are the administrative problems to be met in developing this type of educational service?

   Administrative problems faced by the staff in developing the TVJC involved a wide variety of items, including: (1) Establishing of procedures for selection of proper courses for the TV curriculum; (2) choosing of the right instructors to teach the courses to be offered; (3) establishing of an adequate pay scale for television instructors when the television teaching duties are compared to normal teaching loads for classroom instruction; (4) obtaining of release time for the instructor chosen to teach on television; (5) determining proper administrative procedures through which to approach institutional and departmental offices on the individual campuses of a State System; (6) developing a program schedule with courses offered at most effective hours (i.e., early evening, late evening, etc.) and fitting these requirements in with the other objectives of an ETV schedule.

   It should be noted here that certain of the professors chosen to teach in the Project lacked the time in which to prepare for televised teaching so were unable to really utilize the unique features that are the strength of ITV. Few of those chosen in the early years of educational television have had experience or special instruction in using the new media, so they have fallen back on the traditional college lecture method.

9. How will faculties of resident institutions participate in this type of educational service? Can the answer to this question be determined during the experimental years of the TV Junior College?

   That faculties will participate in this type of educational service rates an unqualified "yes," as is evidenced by experiences in Oregon. Indeed, faculties were found anxious to participate, many volunteering the information that should the committee choose to use a certain course they would be very happy to teach on television. An occasional instructor had reservations about his own ability to teach by television, or as to the effectiveness of the medium to teach a particular course. But the history of the project is that some twenty faculty from Oregon State University, Portland State College and the University of Oregon taught courses specifically for the TVJC.

10. What will be the effectiveness of such a Junior College program as an accelerated program for the gifted students in Oregon high schools?

    A study of the special publication "TELEVISION JUNIOR COLLEGE, Its Potential for Oregon High Schools" by Mrs. Virginia Stump tells of the rich promise which these courses offer to Oregon high schools. No substantial effort was made to promote such concomitant use of these telecourses, and it is evident that there are many administrative and scheduling problems to be faced before substantial numbers of high school students would make such use of evening classes by television. But there is an excitement about the potential that is here.

11. Will the experiment reveal any courses within the three basic required groups which should be withdrawn from the TV curriculum and reserved for on-campus instruction?

    Basic to this study has been the fact that courses which require some form of laboratory practice and the use of scientific equipment should be reserved for on-campus use. The General Biology course offered through Oregon State University has pointed up the necessity for some form of laboratory experience and the need to reserve this for a campus situation. However, arrangements have been made for the lecture content to be presented by television and only the laboratory to be confined to the campus facilities.

12. What other courses outside the list included in the three basic groups (Literature, Science, Social Science) should be added to the TV Junior College?

    Experience of the staff on the TVJC Project reveals no specific criteria for additional course recommendations. However, it must be noted that as results were studied, particularly as to limited enrollments, there was considerable searching of the institutional course offerings with the hope of finding certain required areas of study which would have perhaps wider appeal resulting in increased enrollments.

When one has lived with a project of this magnitude over a period of several years, from the earliest discussions at the inception of the idea to the writing of the final report and summary, it is difficult, if not impossible, to avoid making subjective modification of the hard cold facts of the statistics in the research study itself.

Statistically, if one judges by the number of potential college students enrolled in the TVJC Project for whom the courses were primarily intended, we must admit to little success. Professor Alfred Kelman, research director for the TVJC Project and author of the major research reports, concludes in this manner:

"Two years of study show who enrolls in College of the Air. Our largest group consists of professional people, the majority of whom are teachers. We understand why students enroll in College of the Air. The more blocked students are from attending a college campus, the greater their need for instructional television (ITV). Also, the nature of the blocks that prevent students from attending a college campus influences need for ITV. They are a homogeneous group of people united in the sense that they find College of the Air a convenient and handy source of education.

Regardless of this knowledge, we have little to cheer about when considering the feasibility of televised instruction meeting a junior college need and serving an extensive adult credit need. We have not been able to translate a theoretical need of young students for this type of instruction into College of the Air enrollments. A small group of degree-oriented, young students who do enroll exhibit a marked tendency to shy away from using televised instruction on a sustaining basis. Graduating high school seniors indicate an almost complete lack of interest in continuing their education by television."

The problem with which we are confronted is further confounded by the General Extension Division's ability to enroll large numbers of students in evening classes which compete with instructional television offerings. At first glance those of us who know ETV's effectiveness as a teacher are astounded and puzzled -- Why do students enroll for night courses which entail some inconvenience in traveling to a place of meeting when a similar course is available to them in their own living rooms on the television screen? Similar questions might be asked in relation to correspondence study, for a great many of the potential ITV students do enroll in this more traditional phase of independent study.

A number of factors impinge on this puzzle and should be subject to further study. Can it be that ETV is too new? True, some of us feel that ETV has come of age as an instructional medium, but in the history of educational progress ETV is still very young. Can it be that an error was made in publicizing the TVJC Project as an "experiment"? The potential student shies away from experimental techniques, developing resistance to new teaching procedures just as parents question new techniques as they are introduced in the schools for their boys and girls. The tendency still persists for parents to say "what was good enough for mother and father should be good enough for our children." And yet in the face of the rapid expansion of knowledge and the coming of the space age we know that we must develop ways of compressing a much greater store of knowledge into the same sixteen short years of formal schooling. Television seems one

way of accomplishing this, including making it possible for high school graduates to continue on in school for the college years where otherwise due to a combination of "blocks" they might not be able to do so.

It is suggested that the increasing use of ITV in elementary and secondary schools and familiarity with the newer media in the increasing dependence upon individual learning, each at his own pace, will tend to remove some of Kelman's "blocks" reported in this study. Possibly high school graduates in the years ahead will have developed interest in continuing education on an individual basis and will come to instructional opportunities such as the TVJC in greater numbers than at the present time.

Problems of resistance to ETV in general, and as they apply specifically to enrollments for ITV courses, are rich in study potential. Dr. John Shepherd, of the University of Oregon, raises a number of points which seem to apply here. In his final report on the Educational Television Project known as "Studies in Resistance to Cultural Innovations" Dr. Shepherd makes these observations in his conclusions:

> "Much of our data indicates that family conflict over the television set may be one of the greatest American problems of the future. Competition, either between children and/or adults, seems to be characteristic of the use of the machine. Even under optimum conditions, if there is a resister in the house the possibility of conflict can be so threatening that even the potential fan may avoid making a bid for his program.....
>
> "The basic pattern of American family life seems to resist change -- if educational television is seen as an innovation, as our evidence seems to indicate, then ETV may well be rejected without trial.....
>
> "Audiences tend to see television as a source of entertainment, and not as a conveyor of education.....
>
> "The resister can be characterized as a person lacking a college education; employed in a lower class status occupation....more or less isolated from the voluntarily organized life in his community and not actively interested in cultural pursuits as books and music.....
>
> "Family democracy in television program selection will lead to the entertaining program that the majority of the family prefers."

The contention can be drawn from Dr. Shepherd's "resistance studies" that the potential student body for the Television Junior College can much of it be found within the resistance group. When you combine the fact that the home-bound

high school graduate, whose "blocks" make it most difficult to take up residence on a college or university campus, is likely to come from the families in the lower class status occupational group, and at the same time he meets family resistance to tying up the television receiver for what is likely most unpopular family viewing in this household, one readily sees limitations that are working against any significant number of enrollments out of this potential group.

It seems evident that the task which lies ahead, if we are to create an acceptable climate for instructional television at the junior college level, is not one of course selection, identification of popular television teachers, or development of new production techniques in the television studio. Rather the challenge is to ITV and the social psychologist to join forces to devise ways of reducing resistance to the viewing of educational television in the home. It is true that course selection, instructors, and educational showmanship all have a bearing on the final acceptance of a Television Junior College, but the initial resistance to ETV must first be overcome. The potential student must first be brought to the point where he is willing to use the tool that has been placed in his hand, indeed must have overcome the resistance within the family which now prevents his turning the tuning knob to the educational station itself. Kelman's students, the graduating high school seniors, who "indicate an almost complete lack of interest in continuing their education by television" must have their interests and their motivation so changed that they turn to television for partial fulfillment of their dream of a college education. This they are not now prepared to do. It is up to those working in ITV to bring knowledge to bear on the factors of resistance which temporarily block TVJC success.

To reuse a well-worn phrase, "every cloud has a silver lining." Ours is the concomitant use of the college telecourses at the secondary level. Mrs. Arthur Stump, writing in "TELEVISION JUNIOR COLLEGE, Its Potential for Oregon High Schools," points out a number of favorable guideposts for the future use of such college courses in the secondary schools:

> "It may be the impetus for the use of college courses in the high schools will prove to have come from the gifted student group, which finds this a medium to test the intelligence. It seems to be the more gifted students who find the college telecourses a real challenge and who thus use it to good advantage.....

> "Whether it was student or faculty, the impetus for the utilization of these college-directed telecourses in a supplementary manner at the high school level came from the schools themselves, not from the television stations.....
>
> "The results of this study would indicate that the State Department of Education can achieve significant results in curriculum improvement at the secondary level as soon as the Department is able to move positively into this field of coordination and promotion of high school use of educational television."

It is evident from the report on the Television Junior College Project as it has been conducted in Oregon that no part of the study sought to determine the effectiveness of television as a means of teaching college level courses. The literature is replete with ample evidence of the ability of television as a tool of the college instructor, both on open and closed circuit. Universities and colleges in Oregon involved in the Interinstitutional Teaching Project, financed under a grant from the Fund for the Advancement of Education, have contributed their share to the literature on the effectiveness of ITV at the college level. Faculty can teach and students do learn by television.

The basic thesis to be tested in this study was the statement, "<u>You do not have to go to a campus to begin your college program</u>!" Mr. Kelman in his research on the project developed a series of "blocks" which in varying degree would work for the enrollment of a potential student in the TVJC courses offered by the Oregon Educational Network. In other words, the more blocked students are from attending a college campus, the greater their need for ITV. Suffice it to say that "the TVJC Project has not been able to translate a theoretical need of of young students for this type of instruction into telecourse enrollment. The small group of degree-oriented young students who did enroll exhibited a marked tendency to shy away from using televised instruction on a sustaining basis."

This summary has indicated that those involved in instructional television should enlist the aid of the social psychologist in further research to isolate the real reasons for the attitudes expressed by the potential TVJC student. From this vantage point the answers would seem to lie in understanding the complex nature of the world in which the high school senior finds himself, the social forces and the problems which surround him tending to resist change, and the mores involved in campus residence as a crucial factor in "going to

college." Today's knowledge of the techniques of motivational research and the power of the "hidden persuaders" should be put to constructive use in overcoming the public resistance to television's instructional potential.